



supported industries whose diversity is unmatched in the history of manufacturing. Hundreds of manufacturing plants produced, among other things, rope, cordage, men's suits, women's dresses, knit fabrics, sweaters, socks and silk stockings, upholstery, tapestries, bindings, braids, ribbons and trimmings, carpets, blankets, draperies, and yarns.

While the city supplied the world with goods, it was also its own best customer. Thousands of modest-sized firms formed a web of interchanging industries. For instance, a carpet maker might purchase yarn from one supplier, have it dyed at a second, buy patterns from a third, and acquire punch cards used to control weaving jacquards at yet another. In return, the card makers purchased specially coated paper stock from Manayunk manufacturers, and dyers bought specialty machinery from Procter and Schwartz, which acquired its metal casting from foundries all around town. This unique interdependent network of talent and resources contributed enormously to personal and business success.

Philadelphia was home to an extraordinary collection of enterprises that became household names. Among them the Budd Company, Standard Roller Bearing Company, Electro-Nite Carbon Company, Crown Cork and Seal Company, Sun Oil Company, Boeing Aircraft Company, Piasecki Aircraft, Penn Worsted Mills, Atwater Kent Manufacturing Company, Midvale Steel, Tastykake, and the Philadelphia Elevator Company are notable.

Still, though Philadelphia hosted some huge facilities, Philadelphia was known far better as an incubator for small enterprises, as a city packed with workshops and mid-size firms begun in many cases by workers or supervisors who "graduated" from employment to entrepreneurship. In Lawrence, Pittsburgh, or Detroit in its Ford era, a tiny number of great firms were the major employers (American Woolen, U. S. Steel) and dominated the landscape as well as local economic and political life. Yet in Philadelphia, even the eight to ten thousand workers engaged at the Baldwin Locomotive Works were a minuscule fragment of the city's quarter million industrial employees. Hence the city was dependent neither on one manufacturing trade nor on any cluster of giant corporations for its economic health.

Of course, none of this could have been developed without the international demand, and the response of Philadelphia's manufacturing companies. These companies shipped its final

products and from which materials, fuel, and for a long period, fresh workers and entrepreneurs arrived by ship and rail. During the decades surrounding 1900, the city drew heavily on Pennsylvania's rich coal reserves, dependent on the reliability of the vast Pennsylvania Railroad system, the Reading and the B & O, and profited from its deepwater port, through which a considerable fraction of the world's wool supply flowed steadily. Of course, Philadelphia firms supplied the nation with tools and saws, fabrics and machinery, but they were also alert to the possibilities of international/export trade.

Still, Philadelphia by 1890 may have virtually covered the world of manufacturing, but its products were in large measure confined to domestic markets. Much of the reason for this lay in the American system of protective tariffs. In order to "free" the new United States from economic dependence on technically more advanced Britain, the federal government was determined to erect a set of import taxes/tariffs which would bring foreign goods' prices up to or above those of products "Made in the U.S.A." These barriers certainly had something to do with the rise of industry (precisely what is still being debated), but by the late nineteenth century they generated a secondary consequence. The entire cost structure of American production and consumption was, on average, pitched at a level higher in global terms than that of our principal rivals, Britain and Germany. As a result, though our standard of living may have been higher, most of our goods were priced higher for export than those of European competitors. The erratic but considerable expansion of demand at home sustained overall growth, but as the industrial system matured, concern mounted about how to establish additional outlets for the products of our manufacturing capacity.

With the influx of people, immigrants and citizens from outside of Pennsylvania, new communities sprang up all around the city. Henry Disston, head of Tacony's Disston and Sons Saw Works, envisioned an idealized community, building houses, parks, banks and movie theaters around his factory, some of which still stand today. Over 100 beer breweries populated one small corner of the city, creating a community still known as Brewerytown.

Philadelphia became defined by its small craft businesses that produced superior quality goods. As years passed, many

	Philadelphia industries quietly closed their doors, but some still exist in the face of a century of change.
<b>Objective</b>	<p>PA Academic Standards  8.1.9.A. Analyze chronological thinking  8.1.9.B. Analyze and interpret historical sources  8.2.9.B. Identify and analyze primary documents, material artifacts and historic sites important to PA</p> <p>CCSS.ELA-LITERACY.RH.11-12.1  Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.  CCSS.ELA-LITERACY.RH.11-12.2  Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas</p> <p>CCSS.ELA-LITERACY.RH11-12.7  Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>
<b>Standards</b>	SWBAT assess the diversity of products made and manufactured in 19th century Philadelphia IOT explain why Philadelphia was called the “Workshop of the World.”
<b>Anticipatory Set</b>	<p>Using a smartboard, show 5-6 photographs from the collection of photos from Philadelphia as the “workshop of the world.” Probe students as to what this title meant? Should Philadelphia still have this moniker? If not, why?</p> <p>(<a href="https://www.google.com/search?q=pictures+of+philadelphia+as+the+workshop+of+the+world&amp;tbm=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;ved=0ahUKEwjHllvPriPOAhWBWh4KHWpiDVwQsAQIIA&amp;biw=1147&amp;bih=612">https://www.google.com/search?q=pictures+of+philadelphia+as+the+workshop+of+the+world&amp;tbm=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;ved=0ahUKEwjHllvPriPOAhWBWh4KHWpiDVwQsAQIIA&amp;biw=1147&amp;bih=612</a>)</p>
<b>Direct Instruction</b>	<ul style="list-style-type: none"> <li>• Using the smartboard, show students the introduction page to the website, Workshop of the World.  (<a href="http://www.workshopoftheworld.com/introduction/introduction.html">http://www.workshopoftheworld.com/introduction/introduction.html</a>)</li> <li>• Examine the left hand side of the page to locate Philadelphia neighborhoods. Each neighborhood is a link to businesses once located there. Review several neighborhoods and click on the various business; some will have photographs, some just text, and others will have artifacts from the company.</li> </ul>

<p><b>Guided Practice (and/or Cooperative Practice)</b></p>	<ul style="list-style-type: none"> <li>•Divide class into pairs. Assign each pair a neighborhood from the Workshop of the World website.</li> <li>•Students are to divide a paper into four columns. Write at the top of the first column, NAME OF COMPANY; second column, YEARS IN BUSINESS,; third column, PRODUCTS MADE; fourth column, IMPORTANT INFORMATION, such as to what countries the products were sold. Once they have completed the task, students are to complete a graphic organizer web categorizing the companies in the neighborhood they have researched.</li> <li>•Have student teams present their findings to the class.</li> </ul>
<p><b>Independent Practice</b></p>	<ul style="list-style-type: none"> <li>•Using a computer or ipad, have students use the same website as in the Guided Practice. Have students select two photographs of trade cards/advertisements/posters from the following companies: Center City- 1-Creswell Ironworks 2-White Dental Works Frankford 1-Globe Dye Works company North Philadelphia 1-Philadelphia Inquirer Southwest 1-Troemner Company</li> <li>•Distribute two copies of the Document Analysis Worksheet (<a href="http://www.archives.gov/education/lessons/worksheets/document.html">http://www.archives.gov/education/lessons/worksheets/document.html</a>)</li> <li>•Students are to a complete a document analysis sheet for each trade cards or poster selected.</li> </ul>
<p><b>Closure</b></p>	<p>In small groups, students are to share findings from analyzing each primary source.</p>
<p><b>Assessment</b></p>	<p>Exit Ticket: Why was Philadelphia called the “Workshop of the World?” What characteristics of a city permit such a title? What countries/areas of the world might have that title today? Why?</p>
<p><b>Key Terms</b></p>	<p>Industry, economy, textiles, domestic market, manufacturing, artisans</p>
<p><b>Resources and Materials</b></p>	<p><b>Collection of photographs depicting Philadelphia as the “Workshop of the World.”</b></p> <p><a href="https://www.google.com/search?q=pictures+of+philadelphia+as+the+workshop+of+the+world&amp;tbm=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;ved=0ahUKEwjHllvPriPOAhWBWh4KHWpiDVwQsAQIIA&amp;biw=1147&amp;bih=612">https://www.google.com/search?q=pictures+of+philadelphia+as+the+workshop+of+the+world&amp;tbm=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;ved=0ahUKEwjHllvPriPOAhWBWh4KHWpiDVwQsAQIIA&amp;biw=1147&amp;bih=612</a></p>

**Workshop of the World, a website listing Philadelphia neighborhoods and the 19th-20th century companies located in them.**

<http://www.workshopoftheworld.com/introduction/introduction.html>

**Photo Analysis Worksheet**

[https://www.archives.gov/education/lessons/worksheets/photo\\_analysis\\_worksheet.pdf](https://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf)

Or

<http://www.archives.gov/education/lessons/worksheets/photo.html>

**Document Analysis Worksheet**

<http://www.archives.gov/education/lessons/worksheets/document.html>

